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ABSTRACT

The first lecture on some experiences in library surveys and classification concludes that reclassification or acceptance of the Library of Congress system provides an opportunity for librarians to reevaluate their organizational patterns of work, to make clear decisions about policies of work and to remove deadwood from the collections. The national program for acquisitions and cataloging described in the second lecture presents the potentials of developing a central source of bibliographic information on all materials of value to scholarship published throughout the world. The lecture on myths and realities in library education: the blue stamp syndrome and the library schools proposes changes in present curricula to prepare the librarians for the realities of present library positions. The improvement of book collections for academic libraries outlines methods and responsibilities for imporvement and stresses the importance of library collections as the base from which an informed individualized service can proceed. (A related document is LI 002 818.) (AB)

LIBRARY LECTURES

PREVIOUS LIBRARY LECTURES

No. 1-4, March 1965 - May 1966:

1. March 5, 1965
   Continuing Education in the Library Profession
   by DAVID KASER

2. October 1, 1965
   Automation—Prospects and Implications for Libraries
   by JOSEPH BECKER

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   Libraries Are More Than Books
   by CARL H. PFORZHEIMER, JR.

4. May 13, 1966
   The Trend to LC
   Thoughts on Changing Library Classification Scheme
   by EDWARD G. HOLLEY

numbers five, six, seven, and eight

November 1966 - October 1967

Edited by Sue B. Von Bodungen

Baton Rouge, Louisiana
1968

To

Ella V. Aldrich Schwing

Foreword

It is with a great deal of pleasure that the Louisiana State University Library dedicates this the publication of the Second Series of the LSU Library Lectures to Ella V. Aldrich Schwing. For it is through her generosity that the Second Series of Library Lectures were made possible.

Mrs. Schwing holds an A.B. degree in English and chemistry from LSU, an M.A. degree in comparative literature from LSU, and a B.S. in library science from Columbia University. She is a member of Phi Kappa Phi, Beta Phi Mu, Theta Sigma Phi, and Kappa Delta.

Her professional career includes experience as a classroom teacher in the Louisiana high schools, as a director of the Baton Rouge Girl Scouts, as a librarian in the LSU Library, as a member of the faculty of the LSU Library School, and as the head of the LSU Department of Books and Libraries of the College of Arts and Sciences.

She is a life member of the American Library Association, having served as a member of the Council, a contributing member of the Louisiana Library Association and past president of the organization, and a member of the Southwestern Library Association.

She is the author of *Using Books and Libraries*, which is now in the third printing of the fifth edition, and the joint editor with Thomas Edward Camp of *Using Theological Books and Libraries*.

Mrs. Schwing is a former member of the LSU Board of Supervisors and has served as the regional director of the Association of Governing Boards of State Colleges and Universities. She is a member of the LSU Foundation and the chairman of the Friends of the LSU Library. In addition, Mrs. Schwing is a member of the Board of Trustees of the Public Affairs Research Council of Louisiana, Inc., the Board of Trustees of the Episcopal Radio-TV Foundation, the Board of Trustees of the Baton Rouge Little Theater, the Board of Directors of the Baton Rouge Gallery, and the Board of Directors of the Young Women's Christian Organization. She is an honorary member of the Deep South Writers and Artists' Conference.

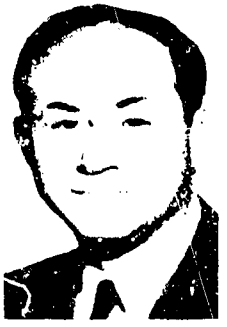
The LSU Library Lectures stand as yet another example of the support which Mrs. Schwing has given LSU for many years and for which the University will be ever grateful.

Contents

Some Experiences in Library Surveys And Classification

BY MAURICE F. TAUBER

I am very happy to be once again at Louisiana State University. This is my third visit. I was first here in 1941, when Mr. McMillan was librarian. Dr. Louis Round Wilson, who was then at the University of Chicago Graduate Library School, and I were working on the book, *The University Library* and he thought I should visit as many libraries as possible. So he sent me on five forays: to the Northwest, the Southwest, the central part of the country, the Northeast, and down the Atlantic Coast. I visited 56 libraries in 42 states, including LSU. My last visit here was in 1958, when I had the opportunity to participate in your dedication, and I was able to talk about space in library buildings for technical services. I had some trouble determining what I was going to speak about today, since I have read Dr. Edward Holley's paper[1] and he seemed to cover what I thought I might discuss. His paper is a thorough review of the important issues in respect to the use of the Library of Congress Classification.



The fifth LSU Library Lecture was delivered on November 18, 1966, by Maurice F. Tauber, Melvil Dewey Professor of Library Service, Columbia University. Dr. Tauber holds a B.S. in English and an Ed.M. degree in sociology from Temple University, a B.S. in library science from Columbia University, and a Ph.D. in library science and higher education from the University of Chicago. He is a member of Beta Phi Mu and currently national president of the organization. Dr. Tauber has surveyed over 150 libraries in the United States and foreign countries. In 1961 he served as a Fulbright Scholar to Australia where he directed a survey of the resources of 200 libraries. He has held administrative positions in the libraries of Temple University, the University of Chicago, and Columbia University. He was the recipient of the 1953 Margaret Mann Citation and the 1955 Melvil Dewey Medal. His books include: *The University Library*, co-authored with Louis Round Wilson; *Technical Services in Libraries; Cataloging and Classification; Classification Systems*, co-authored with Edith C. Wise; *Louis Round Wilson: Librarian and Administrator;* and *Library Surveys*, co-edited with Irene Roemer Stephens. He served as editor of *College and Research Libraries* from 1946-1962.

This presentation, therefore, is concerned with various other aspects of processing, including the problem of classification. The movement to accept the Library of Congress schedules has been growing rapidly in recent years. I have been involved in a fairly large number of the situations whereby a library decides to change from some arrangement to the Library of Congress system. In fact, it has been thought by many that I have been responsible for many of these libraries making the decision to change. As a matter of fact, many of the librarians and their staffs had decided to change before they asked for my advice. In some cases, the staff wanted me to convince the university administrations that the move was the proper one. I understand that LSU has made such a decision. In my correspondence with Mrs. Kahao and Miss Tarver, I suggested that they list any specific questions that I might seek to answer in connection with the shift to the Library of Congress schedules here. Miss Tarver indicated that "perhaps some of the library staff and the people involved in the decision to convert to LC would like reassurance that a forward step has been taken." I think I can reassure you. The only complaint that I have had in regard to the decision, once it was made, has been: "We should have done it sooner."

One of the reasons that Dr. Holley comments upon at length is the effect upon the organization of work when it is decided to use the Library of Congress printed cards, subject headings, and classification assignments. Once it has been agreed that LC will be used, many libraries have found it possible to transfer what was originally professional time to clerical time. The many libraries using Dewey or some other classification did not really use the systems as established. Over the years, variations and local decisions made it impossible for these libraries to accept the assignments by the Dewey Decimal Section; libraries not using Dewey (some shifted from Cutter and other systems) could not use any centralized classification service. Moreover, the relocations in the succeeding editions of Dewey and the placement of the numbers for the revised parts of the schedules required changes on the part of libraries if they wanted to take full advantage of the Dewey service.

In the Resources and Technical Services Division (ALA) Preconference Institute on the Library of Congress Classification last summer, I was asked by a number of people why Columbia did not use LC. As a matter of fact, Columbia has been using LC for a large number of its libraries and is slowly converting to LC. It is planned in the near future to have all incoming acquisitions arranged by

the LC Classification.[2] Columbia, as an old library system, had never really used the Dewey schedules; the units did use a decimal system, but it was homemade in many of its sections. In those libraries which have accepted LC, apparently there has been no difficulty in regard to reader-library relationships.

Miss Tarver also wrote in her letter: "You might talk on the trend to LC and the advantages it offers to university libraries. You might point out some of the reclassification problems that a large divisional library will encounter and adjustments between Dewey and LC that its patrons would have to make. The University administration is also very interested in automation and I would like to see the library take advantage of any possible benefits. A look into the future as to what advantages may accrue to libraries using the Library of Congress System, as automation progresses at the Library of Congress, would certainly be interesting here."

Well, Dr. Holley has done a detailed task on the trend to LC, and he has pointed out the advantages of economy and taking advantage of the centralized service. He has written: "Fully 80 percent of our current monographs are never seen by professional catalogers."[3] He notes that this percentage may decrease as more foreign materials are received, but with the Shared Cataloging Program there will be other aids for the large libraries in this centralized service.

In respect to automation, I can only say that the Library of Congress is still experimenting with the Machine Readable Cataloging project (MARC), and this is likely to be of direct aid to libraries in both coverage of titles and in increasing the speed of available data for cataloging. The whole idea of placing staff at various locations in the world for faster and fuller cataloging is an excellent one, and John Cronin and his staff should be commended for this adventurous move, and Dr. William Dix and his group of ARL librarians praised for pursuing the concept. The important thing is to provide the Library of Congress with professional catalogers who can take advantage of the funds made available for the project.

In a questionnaire that I used to gather data for the paper I prepared for the Institute in New York last summer, I tried to ascertain the libraries which had changed to the Library of Congress classification. I had studied the problem back in 1939 and had tried to keep track of the movement in the last twenty-seven years or so. Many of the small libraries which changed at that time now have very large collections. At Temple University, when the move was decided upon by the Librarian, Miss Edith C. Cheney, there were about

63,000 volumes in the collection. Today, Temple has over 700,000 volumes. The decision to use LC was a good one. There are other similar cases of this kind. The point that can be made about Miss Cheney's decision is that it was made quickly. She had come from the Library of Congress and other government libraries and had used the LC classification. She did not take a long time discussing the matter with the president, the faculty, the students or even the staff. She made the decision, told the staff, and with a crash program involving many of the staff, the way to reclassification was clear.

These days, however, librarians are not able to move as fast. Dr. Ralph H. Parker found it took twenty years before he could shift to the LC system. The increased pressure on libraries by growth in funds for acquisitions has stirred many librarians to get out of the slow pattern of processing that is certain when tailor-made cataloging and classification are employed. At MIT, Pennsylvania State University, the University of New Mexico, Delaware, Pace, St. John's University, Dartmouth, Bowdoin, Wellesley, Mt. Holyoke, and other schools the pattern had to be changed. I do not know how long LSU has been considering the change, but now that it is made, it is normal that you are asking about the myriad of problems that have to be faced, and decisions that are necessary. Not only will the staff have problems by the separation of collections, but if you are going to remain faithful to the LC assignments, there may be differences of opinion regarding the location of titles in a divisional library. There was one library considering LC (several times studies were made which suggested shifting to LC) which decided not to do so because LC presented—it was claimed—special and insurmountable problems to the divisional library. The truth of the matter is that this question occurs with any system and not any more so because the Library of Congress classification is being employed.

Another problem of adjustment, possibly also related to the divisional arrangement, will occur in faculty-library relationships. As Dr. Felix Reichmann, in his excellent study, "Reclassification at Cornell," in the September, 1962, issue of *College and Research Libraries*, has stated, you should stay with LC as fully as possible, using the entire call number. Moreover, faculty suggestions for transferring materials from one location to another should be resisted. Faculty members come and go, and decisions made on the basis of temporary requests are not likely to lead to successful processing in the future.

In 1960-61, when Annette Hoage Phinazee studied the use of the Library Congress classification in the United States, she located 256

libraries using the system. That was just six years ago. Actually, there were more libraries using the classification. She did not have a list of federal libraries, nor of special libraries, using the system.[4] There are foreign libraries also which use the classification.

Richard S. Angell, in a paper on the future of the Library of Congress Classification, in the 1965 volume, *Classification Research* (edited by Pauline Atherton),[5] estimated that between 800 and 1,000 libraries were using the LC scheme completely or partly. He based his statement on the number of new libraries starting with LC and the annual number of libraries which were converting to LC or using it for new acquisitions.

There are few academic libraries established in the last ten years or so which have not started with LC. Small libraries grow, and the size of the library when LC is introduced is an unimportant factor unless one is really a clairvoyant. The Manhattan Borough Community College, New York City, which may eventually be a full four-year college, has not found it difficult to apply the LC classification to a collection of 10,000 volumes.

This evidence of absence of trouble is confirmed to some extent by Irene Doyle of the University of Wisconsin, who reported on the use of the LC schedules in libraries with less than 100,000 volumes.[6] The libraries responding were unanimous in their satisfaction with LC. One might say that after all, librarians would not indicate that they were dissatisfied with LC, after making a radical move. Librarians have indicated that the use of LC is not without problems, but the advantages seem to outweigh very clearly the disadvantages.

In the paper just noted, Angell predicted on the basis of the factors involved that there would be in 1974 about 2,000 libraries using the LC schedules. The larger number of libraries will place new tasks before the Library of Congress, in regard to keeping the schedules up to date, completing the K schedule, preparing a consolidated index, and issuing more often copies of the schedules which are needed by librarians. They should be kept in print at all times.

The fact that the LC schedules have been applied to a collection of more than six million volumes, involving several million titles, enables most libraries to take advantage of the centralized service provided. Reichmann's formula for using LC as is, without change, made it possible to complete the remarkable reclassification project at Cornell. The Buffalo and Erie County Library, the Boston Public Library, the St. Paul Public Library, the California State Library, the Enoch Pratt Free Library, the State Historical Society of Wis-

consin, and other public and not strictly academic libraries have applied this formula in general. The Enoch Pratt Free Library had been using a local system, based on LC, and now employs straight LC. It would be most effective for LSU to follow LC and take full advantage of the centralized service.

There are a variety of problems which a library faces in moving to the LC system. Some of these Dr. Holley discussed, and such matters as (1) decisions on the handling of bibliography, biography, textbooks, documents, periodicals, and other form materials, (2) arrangement of materials on the shelves, (3) order of reclassification, and how much reclassification, (4) relations with users, and (5) handling monographs and serials for which there are no LC printed cards are among the important ones that arise.

The decisions relating to form materials might well follow the formula of adhering to LC as closely as possible. In the field of literature (or rather, literary works), many academic libraries have not used the PZ assignment, since it does not really classify but arranges by name. Such works are usually given numbers in the regular literature schedules. It is hoped that the consolidated index will contain a list of the authors and their numbers. Libraries which have the catalog series of the LC, including the subject catalog, are equipped to help the catalogers locate number precedents for many writers. The subject catalog is also a useful instrument in the cataloging of titles for which there are no printed cards.

The arrangement of materials on the shelves may be conditioned by the extent of empty shelving that is available. The congestion at New Mexico made it difficult to arrange materials going into LC. Usually the materials in the old classification are pushed together so that space may be made for the newly classified items. In some libraries, it has been practical to place the LC classified items alongside similar materials in the system being replaced.

The order of reclassification is another question which should be faced, and this is tied up with how much reclassification is to be done. The old idea that everything has to be reclassified is not being followed in a number of institutions, such as Stanford and Columbia. Old materials in certain fields, such as psychology, education, and engineering, and industrial works, may be retained in the old classification. This is also true of special collections which may be growing slowly. Periodicals and documents represent collections that some libraries are not reclassifying. As Dr. Holley noted in his paper, librarians have varied in their plans for conversion of older materials.

A frequent decision is to do the reference collections first, as it leads to a knowledge of the schedules as a group. Editions, additions, and continuations commonly lead to redoing older materials. In general, the reclassification pattern may follow a departmental program, such as Columbia, where individual libraries were done before any decision was made to introduce LC into the general stacks of Butler.

Note was made earlier about relations with users. In most libraries where there has been an effort to acquaint users with the change in classification for the purposes of economy and speedier service, as well as more satisfactory groupings for certain fields, there have been no strained relations, although there are periods when there appears to be great loss of time in double checking. At Cornell, which had a double catalog for many years—because of the poor catalog and the need for almost total recataloging—there was a factor of time loss in checking in two places for some titles by both staff members and users. Usually, it is necessary to issue a statement of the relationship of the new classification to the old classification and provide proper directional signs.

Those of you who have read *Technical Services in Libraries* recall that there are sections dealing with operational matters. In recent years there have been through Xerox and the Se-Lin labeler improvements in the marking of books and the correcting of cards. Every effort should be made to use mechanical devices where applicable.

One of the problems, which occurs in every library which does not have a large collection of books on the shelves according to the LC classification, is the handling of books for which there are no printed cards. To prepare the cataloging is generally not a serious problem but to derive the call number (classification, subclassification in many cases, and the author number) may require some doing, especially when LC tables are involved. The most useful approach is to work from the subject catalog (book) of LC and from LC subject headings. In the subject catalog there will be examples of titles that provide clues to the cataloger for the handling of the title in process. A related difficulty is the derivation of a subclassification when there are no precedents in the shelflist. This is particularly true in the H and J schedules but may be found in other parts of the classification. These may have to be worked out on the basis of principles or guidelines and perhaps altered if what is done fails to mesh with later received LC cards. Again, the use of the LC book catalogs are a major help.

The relation of reclassification to book catalogs in a large, old library is a point that may be considered in this discussion. I was asked by Edwin Castagna, of the Enoch Pratt Free Library, to consider the question of issuing book catalogs for the use of libraries throughout the State. I spent some time with the cataloging staff at Enoch Pratt, and it became quite clear that unless something was done to straighten out the classification, it would not be possible to issue a current catalog in book form that would really be current.

The so-called Pratt Classification, a local system based theoretically on the LC schedules, could not be easily applied by the cataloging staff. The production was low, and there was no reason to believe that the conditions would improve. The divisional librarians had made suggestions in the past that led to constant changing of the classification to meet locational requests, even if it was quite clear that this meant "forcing" the books into places where they did not really classify. Hence, prior to any development of the book catalog, which has merits of its own, a decision had to be made on the processing of new acquisitions.

The decision to accept the LC Classification was made with a clear idea of the need to reconsider locations on the divisional basis. From what I have heard from the staff at Enoch Pratt the work has been somewhat rough since the change was instituted, but the decision was a proper one. The *Enoch Pratt Free Library Catalog* for current acquisitions, which has appeared since I prepared my original remarks, appears to be an excellent catalog for the purpose for which it was designed. A plan for reclassification has been developed.

In closing, I wish to say that reclassification, or the acceptance of the Library of Congress system provides an opportunity for librarians to reevaluate their organizational patterns of work, to make clear decisions about policies of work, and to remove deadwood from the collections. The increase in the number of the new libraries, as well as the older ones, using the centralized services of LC, should make it possible for LC to have the serious and active support of the profession in obtaining the facilities that must be available to give top-notch assistance to the users.[7]

References

1. Holley, Edward G. "The Trend to LC: Some Thoughts on Changing Library Classification Schemes." In *Library Lectures: Numbers One, Two, Three, and Four, March 1965-May 1966*, edited by Sue B. Von Bodungen. Baton Rouge, Louisiana State University Library, 1967, pp. 29-46.

   Contains an extensive bibliography.

2. The decision to change the classification for new acquisitions was made May 1, 1967.

3. Holley, *op. cit.*, p. 40.

4. Phinazee, Annette Hoage. *The Library of Congress Classification in the United States* (D.L.S. dissertation, School of Library Service, Columbia University, 1961), pp. 206-208.

5. Angell, Richard S. "On the Future of the Library of Congress Classification." In *Classification Research*, edited by Pauline Atherton. Copenhagen, Munksgaard, 1965, pp. 101-112.

6. Doyle, Irene M. "Library of Congress Classification for the Academic Library." In Illinois. University. Graduate School of Library Science, *The Role of Classification in the Modern American Library*. Champaign, Illini Union Bookstore, 1960.

7. It is hoped that the papers from the Preconference Institute on the Library of Congress Classfication, New York, June, 1966, will soon be available from the Library of Congress. The papers prepared by the LC personnel will be of exceptional help to librarians.

The National Program For Acquisitions and Cataloging

BY JOHN W. CRONIN

For the first time in the history of civilization, a program has been evolved which presents the potentials of developing a central source of bibliographic information on all materials of value to scholarship published throughout the world. I refer to the National Program for Acquisitions and Cataloging, and I shall begin my account of this program with a lengthy quotation from the testimony before Congress of William S. Dix, Librarian of Princeton University:

> Books and journals are of no value in a library until they can be found, unless some device is provided by which a reader can start with the name of the author, or the title of the book, or even the subject alone and end up with the book he needs. The card catalog is the conventional device for achieving this end, and every book acquired by a library must be cataloged before it can be placed on the shelves. This operation is considerably more complex than it might appear at first. It involves an exacting technical skill and intellectual effort which requires competence in all the world's ancient and modern languages. Today the 74 members of the Association of Research Libraries are spending over $18 million a year on cataloging alone, and while these are the largest libraries, they are a small fraction of the total number.
>
> Fortunately, the basic cataloging of a book, if it is done in a consistent and standard fashion, need not be repeated when a second library gets the same book if it can also get a copy of the first library's catalog card promptly enough to use it. The most effective device for sharing

John W. Cronin, Director of the Processing Department, the Library of Congress, delivered the sixth lecture on January 6, 1967. Mr. Cronin received an A.B. degree in government from Bowdoin College and a LL.B. degree from the Law School of Georgetown University. He began his career with the Library of Congress while attending Georgetown and remained with LC after completing his degree. Mr. Cronin received the Margaret Mann Citation in 1961, the Melvil Dewey Award in 1964, and the Library of Congress Distinguished Service Award in 1965. He was instrumental in the development of the centralized cataloging and bibliographical services of the Library of Congress which are typified by the *National Union Catalog* and *New Serial Titles*. To his credit is now to be added the National Program for Acquisitions and Cataloging.

cataloging began in 1901 when the Library of Congress began selling to other libraries copies of the catalog cards which it prepares for its own collections. In 1964 it returned to the Treasury more than $2.5 million realized from the sale of more than 46 million cards to some 17,000 libraries.

Yet the university libraries of the country can still get Library of Congress catalog cards when they need them for only a little over half of the books they acquire each year. If a method can be found to reduce this nearly 50 percent of original cataloging which is not required, much of it duplicated in libraries all over the country, the savings will be very substantial indeed, and the money released can be spent in strengthening the national pool of books and in providing better library service to students and scholars. After experimenting for many years with various plans for the exchange of cataloging information, we are now convinced that the best solution, and indeed the only effective solution to the problem, is the cataloging of as many books as possible by a central agency and the distribution of cataloging copy or cards to libraries as required for their own acquisitions. We believe also that the obvious central agency is the Library of Congress, which is already meeting over half of the need and which has already established the mechanisms of information and distribution. The Library of Congress is in fact already a national bibliographic center. To meet the national need the system must be perfected. The Librarian of Congress is in agreement with our objective and has indicated his willingness to testify in support of our proposal.

There is a nationwide shortage of trained librarians, especially of those with the specialized subject knowledge and the language skills required to catalog the kinds of books now required in university libraries. The worldwide commitments of the United States now demand that we train students in scores of fields almost unknown in our universities thirty years ago. To support these programs our libraries must make available books in Arabic, in Urdu, in Swahili, and in dozens of other languages. There are simply not enough catalogers in these areas for each library to provide its own. The case for centralization is clear on the basis of effective utilization of scarce manpower alone.

There is one more element in the program which we propose. These newly published books from all over the world which are being added each year to American libraries cannot be cataloged by a central agency unless they are in the hands of the catalogers at that agency. It seems clear therefore that the Library of Congress should attempt to acquire comprehensively currently published materials of scholarly interest from all parts of the world. In this acquisition program and in the centralized cataloging program the National Agricultural Library and the National Library of Medicine should probably be given certain responsibilities in their own special areas. Most of these books should probably be retained in the collections of the national agency, but some may be passed along to other libraries with special interests and national responsibilities after they have been cataloged and the cataloging copy made available through the national pool. We believe that not more than 100,000 cur-

rently published books per year are coming into American libraries which are not added now to the collections of the Library of Congress. We believe that if a substantial proportion of these publications were acquired by the Library of Congress and cataloged promptly, not only would the cataloging problem of all the major American libraries be essentially solved, but the Library of Congress would be enabled to fulfill much more effectively its mission as the greatest national library in the world, serving the daily needs of the Congress and the other branches of the federal government, of science and industry, and of the academic and scholarly community.

This, then, is the program which we respectfully propose. It does not represent a narrow or selfish interest, for although it is of special importance to the large university and research libraries from coast to coast it will help solve a pressing problem of thousands of other libraries of all types. It is simply a national plan to improve what is now the most costly and inefficient element in library operations. It will not bring about the millenium, for all libraries will still need trained catalogers to adapt the basic cataloging to their own needs.

But this program will, we are convinced:

- –Greatly enrich and strengthen the resources of the Library of Congress as a national library;
- –Utilize more effectively and rationally skilled manpower which is in very short supply;
- –Enable hundreds of libraries throughout the country to eliminate alarming backlogs of several million uncataloged and thus unusable books:
- –Provide basic elements required for a national system of automating bibliographic information;
- –Release for productive use in the support of teaching and research millions of dollars now spent unnecessarily in duplicative effort.

We respectfully suggest, therefore, that in order to make the provisions of Title II more effective in developing library collections, the Office of Education should be authorized sufficient funds for transfer to the Library of Congress, which should be authorized and directed to:

1. Acquire on the most comprehensive basis currently published library materials of scholarly value;
2. Provide catalog copy for these accessions promptly after receipt, generally within three to four weeks;
3. Process and forward to other designated libraries, by exchange or other methods, books which are not within the collecting scope of the central facility.

Thus testified William S. Dix, Librarian of Princeton University, in behalf of the Association of Research Libraries on March 10, 1965, before the Special Subcommittee on Education, Committee on Education and Labor of the U.S. House of Representatives. This testimony and that of representatives of other organizations and institutions was influential in persuading the 89th Congress to

amend Title II of the Higher Education Act of 1965 by adding Part C, entitled Strengthening College and Research Library Resources. Its provisions are as follows:

> There are hereby authorized to be appropriated $5,000,000 for the fiscal year ending June 30, 1966, $6,315,000 for the fiscal year ending June 30, 1967, and $7,770,000 for the fiscal year ending June 30, 1968, to enable the Commissioner to transfer funds to the Librarian of Congress for the purpose of (1) acquiring, so far as possible, all library materials currently published throughout the world which are of value to scholarship; and (2) providing catalog information for these materials promptly after receipt, and distributing bibliographic information by printing catalog cards and by other means, and enabling the Library of Congress to use for exchange and other purposes such of these materials as are not needed for its own collections.
>
> For the fiscal year ending June 30, 1969, and the succeeding fiscal year, there may be appropriated, to enable the Commissioner to transfer funds to the Librarian of Congress for such purpose, only such sums as the Congress may hereafter authorize by law.

By enacting this legislation Congress took two major steps: (1) it fully recognized for the first time the importance of granting federal aid and assistance toward solving the problem of cataloging, and (2) it gave the Library of Congress a clear mandate to provide new and unparalleled services for the benefit of other libraries.

For at least a century librarians have longed for the coming of a truly effective centralized cataloging program but it remained only a dream until the passage of the Higher Education Act of 1965. The impetus for this legislation first originated in discussions by the Subcommittee on the National Union Catalog of the ALA/RTSD Resources Committee at its meeting in the Library of Congress in November, 1963.

The subcommittee requested the Library to prepare alternative proposals for a centralized cataloging program to be considered by the Association of Research Libraries at its next meeting. The proposals developed were: (1) a decentralized cataloging program based on the distribution of catalog entries supplied by cooperating libraries to the National Union Catalog and (2) a centralized cataloging program to be carried out by the Library of Congress.

These draft proposals were reviewed by the Cataloging Policy and Research Committee of RTSD at a meeting in the Library in December, 1963. A centralized cataloging program at the Library of Congress was unanimously preferred since such a program would insure a standardized product and would be of maximum benefit to all libraries.

The Association of Research Libraries considered the proposals at its January, 1964, meeting and appointed a Shared Cataloging Committee, under the chairmanship of Dr. Dix, to plan the implementation of a centralized cataloging program. The program was again discussed by the ARL at its meeting in June, 1964, and the committee met with the Librarian of Congress and his staff in the fall of 1964. At the ARL's meeting in January, 1965, it formally approved the committee's recommendation that federal funds be sought for the purpose of establishing a centralized acquisition and catalog program to be administered by the Library of Congress. This recommendation was endorsed by the American Library Association. Congressional hearings in both the House and Senate followed, and diligent efforts by the ALA, the ARL, and others resulted in October, 1965, in the passage of the Higher Education Act of 1965, amended to include Title II, Part C.

In anticipation of the requirements of the Act, the Library of Congress had already begun to formulate a detailed plan for the implementation of the program. Toward the end of October, 1965, it discussed the plan with the Shared Cataloging Committee and embodied it, with some refinements resulting from this discussion, in a document that later received the committee's approval.

The joint recommendations were:

1. The program should have the dual purpose of building up the collections of the Library of Congress, as the national library, and thereby benefiting libraries as a whole, and of providing catalog information to meet the needs of other libraries.
2. The program should be centralized at the Library of Congress, but LC should work out such arrangements as prove feasible for sharing the cataloging workload with the National Agricultural Library and the National Library of Medicine.
3. Initially, catalog copy should be provided in the form of catalog cards, but provision should be made for conversion to machine-readable copy when this becomes feasible.

The coverage—assuming that some funds will be appropriated by April 1, 1966—will be as follows:

1. All titles published with imprint date 1966 and later and all titles listed in current foreign national bibliographies, regardless of imprint date, will be eligible for acquisition and cataloging under the program.
2. Earlier imprints will not be acquired, but LC, as requested by cooperating libraries (i.e., ARL and other academic libraries) will attempt to catalog and print cards for its holdings of earlier imprints now under preliminary control.
3. The program will cover both trade and non-trade monographic

publications, including titles in numbered and unnumbered series, annuals (reports, yearbooks, proceedings, transactions), individual foreign dissertations selected for their collections by cooperating libraries, and atlases. Government publications will be included if they meet the other criteria.

4. Periodicals and non-book format materials will not be covered at the beginning of the program. Offprints will not be covered.

LC's plan of operation will be as follows:

1. Air mail will be used because time is of the essence if the program is to be useful to the Nation's research community.
2. Close working relations in each country will be established with the authorities who are responsible for the national bibliography to obtain in advance of publication, if possible, the entries to be listed.
3. LC's present acquisitions policy within the limits of the regular appropriations made to the Library for the purchase of books will be continued.
4. Where cooperating libraries have broad blanket-order arrangements with foreign book dealers, LC will place similar orders, will obtain a copy of all Farmington Plan titles, and will order all series ordered by cooperating libraries to insure complete coverage for the centralized cataloging program.
5. In areas where the book trade is not well organized and where there is no national bibliography, LC will accelerate and expand its purchasing arrangements by establishing acquisition centers.
6. LC will supply to each cooperating library for cataloging control purposes a copy of each catalog card printed for current imprints.
7. Cooperating libraries will be expected to send to LC copies of their orders for current domestic and foreign acquisitions for which no catalog card is found in this control file or in the published *National Union Catalog*.
8. The Government Printing Office will continue its efforts to speed up all card—and catalog—printing operations.
9. LC will, as soon as appropriations for the program are available, begin a special recruiting program for catalogers, on which, of course, the success of the new program is dependent.
10. When it cannot otherwise acquire material, LC will borrow it from cooperating libraries in order to catalog it.
11. Meetings will be held with the technical processing staffs of ARL and other academic libraries to discuss the operations and to ensure effective coordination.

The Association of Research Libraries at its meeting in January, 1966, unanimously approved this plan in principle.

It was early recognized that cooperative efforts would be needed to accomplish the Library's mission to acquire on a worldwide basis all currently published library materials which are of value to scholarship and to supply cataloging information for these materials promptly after receipt.

Accordingly, the Processing Department began to explore the possibility of international cooperation in cataloging under the Higher Education Act. Anticipating increases in the acquisition of foreign publications, the shortage of trained catalogers, and the accelerated procedures required under the Act, the department investigated the feasibility of using as cataloging aids the entries in national bibliographies from countries in which the book trade is sufficiently organized for adequate bibliographies to exist.

After its study, the Department proposed that the Library of Congress accept for cataloging purposes the descriptions of publications listed in the national bibliographies of 18 countries—Austria, Belgium, Czechoslovakia, Denmark, France, Germany, Great Britain, Hungary, Italy, the Netherlands, Norway, Poland, the Soviet Union, Spain, Sweden, Switzerland, Turkey, and Yugoslavia.

It was understood that the form and choice of the main and secondary entries would be adjusted, as necessary, to conform to the pattern of the Library of Congress catalogs and to the *ALA Cataloging Rules for Author and Title Entries*. At its January, 1966, meeting the Association of Research Libraries accepted this feature of the Library's over-all proposal.

Since international acceptance of the principle of "shared cataloging" would be a first but most important step toward international cooperation among national libraries, the director and principal librarian of the British Museum, Sir Frank Francis, arranged for a small international conference to discuss the Library of Congress proposal.

The meeting, with Sir Frank Francis as chairman, took place in the Trustee Room of the British Museum on January 13, 1966. It was attended by Peter Brown, A. Hugh Chaplin, and R. A. Wilson, all of the British Museum; A. J. Wells and Joel Clarke Downing, both of the *British National Bibliography*; Etienne Dennery, director of the Bibliothèque Nationale, and Roger Pierrot of the cataloging staff; Harold L. Tveteras, director of the Oslo University Library; [illegible] Koester, director of the Deutsche Bibliothek, Frankfurt; Gustav [illegible]ofmann, director of the Bavarian State Library; and from LC, Librarian of Congress L. Quincy Mumford, John W. Cronin and William J. Welsh, director and associate director, respectively, of the Processing Department, and Johannes L. Dewton, then assistant chief of the Union Catalog Division.

A working paper, prepared by the Processing Department, with a large number of sample entries from national bibliographies and adjustments to Library of Congress form was the basis of the discus-

sions. They led to complete agreement in principle for standardizing descriptions based on the listings in the national bibliography of the country in which the publications originate.

The conference recognized that acceptance and implementation of the principle of "shared cataloging" should result in a more uniform international description of each publication, identified by a reference to the listing in the national bibliography of the home country. It believed that, as advance listings become available, they will speed up ordering and cataloging procedures, result in faster bibliographical control in the home country and abroad, reduce the cost of cataloging in libraries all over the world, and contribute toward the increased sale of publications on an international scale.

In April, 1966, the first experiment in shared cataloging was undertaken. Arrangements were made for the Library to receive from the *British National Bibliography*, through a London bookseller, advance printer's copy of *BNB* entries two to three weeks before their appearance in the *BNB*. The entries were to be prepared by the *BNB* from books supplied by the British Museum. Concurrently, the bookseller began supplying the Library with current British imprints at an accelerated rate through a combination of blanket-order selections by the bookseller and supplementary selections by the Library's own recommending officers.

In order to test the efficiency of these trial arrangements, a number of large research libraries were asked to send the Library of Congress copies of their purchase orders for British titles published from 1956 to date. Titles with a 1966 imprint date were ordered by the Library of Congress if not already selected for its collections. The results of searching these purchase orders were encouraging, as shown in the table (Page 18) which I have given you.

During the week of April 15, 1966, the first cards prepared under the cooperative arrangement with the *British National Bibliography* were printed and distributed. The May, 1966, *Cataloging Service* (Bulletin 75) announced that:

> The Library of Congress has entered into a cooperative arrangement with the compilers of the *British National Bibliography* to use their descriptive cataloging of British books as part of the Library of Congress catalog card data. The printed LC cards will describe all British monographic titles published in 1966 and thereafter and received by the Library of Congress (except tiltes simultaneously or previously published in this country, and for the time being, most government documents) in the terms used in the *British National Bibliography*. This means that the transcription of the title, the collation, and the imprint will reflect the

SUMMARY STATISTICS

Test Searching 1956-1966 British Imprints

Period April 25- July 1, 1966

	In LC or on Order								Not Yet Ordered by LC			
Period	LC Printed Cards	%	In Process (R)	%	On Order (Oe)	%	In LC or On Order TOTAL	%	Orders Placed (Oe)	%	TOTAL	%
4/25 - 5/25	758	35	403	19	443	21	1,604	75	544	25	2,148	100
5/26 - 6/16	491	27.4	488	27.4	429	23.8	1,408	78.6	384	21.4	1,792	100
6/17 - 7/1	440	47	184	20	187	20	811	87	122	13	933	100
TOTAL	1,689	34.7	1,075	22	1,059	21.7	3,823	78.4	1,050	21.6	4,875	100

British practice, which is considered to be as comprehensive as current LC practice or more so. The price of each title in English currency (or "N.T." in the case of nontrade publications) and the registry number in the weekly issue of the *British National Bibliography* will be indicated to facilitate the ordering of books directly from the catalog card information.

The choice and form of author entry and secondary entries, the repetition of the author statement, the subject headings, and LC and DC classification will continue to follow current Library of Congress practice. The cards carry the customary LC card number and are available within the regular LC card series.

It is hoped that this step toward international sharing of cataloging will be but the first of a number of similar arrangements with current national bibliographies of other countries, resulting in increased economy as well as speed in cataloging operations. The Library of Congress will cease to duplicate descriptive work already well done by the respective national bibliography. Further arrangements of this nature should result in satisfying the urgent need of the libraries of institutions of higher education for prompt and economical cataloging information for research materials from overseas.

In May, 1966, Congress appropriated $300,000 for the initiation of the National Program for Acquisitions and Cataloging. This made it possible for the first overseas office established by the Library as part of NPAC to begin operating in London on June 24, 1966, under the direction of Mrs. Natalie P. Delougaz of the Descriptive Cataloging Division. I spent the last week of June in London perfecting the final details of the acquisitions and cataloging control files for British titles to be put in working order there. Also at that time, a fluid-process machine and electrostatic equipment were installed. The advance printer's copy and preliminary cataloging masters for the titles to appear in the *BNB* are airmailed to the Library of Congress each week, and the books are also airmailed as soon as they are available. The chart (Page 20) I have given you presents graphically the operations of this prototype overseas office.

Some additional details may be of interest:

The office in London is but one of several which have now been established in Western Europe. In April and May, 1966, I visited a number of Western European countries on an exploratory mission. As a result offices were set up in West Germany and in Norway, the latter covering Denmark and Sweden as well. The operation in Wiesbaden, in cooperation with the Deutsche Bibliothek in Frankfurt and a German bookseller, is directed by Victor A. Schaefer, now on leave from his post as director of libraries at the University of

LC-BNB COOPERATIVE CATALOGING PROGRAM

British National Bibliography (BNB)

1. Master duplicate printer's copy (4x6)
2. Prepares stencil of British imprints (serves as LC preliminary entry)

↓

Principal Purchasing Agent

1. Receives copy and stencils each Monday.
2. Sends to LC 2 Xeroxed copies of master duplicate printer's copy (4x6)
3. Runs 35 copies of each stencil entry for London and Washington controls.
4. Maintains master BNB control file (4x6)
5. Maintains master acquisitions and cataloging control file (3x5)
6. Maintains master series control file.
7. Checks Bookseller and Times Literary Supplement on a weekly basis, also new dealer catalogs, etc. Prepares and reproduces stencil entries for titles not in master BNB control file (for London and Washington controls).
8. Maintains close liaison with BNB to include titles of LC purchases not as yet listed in BNB.
9. Receives and processes material purchased for LC by other agents (law, serials).

↓

MASTER BNB COPY CONTROL (4x6)	MASTER ACQUISITIONS AND CATALOGING CONTROL (3x5)	MASTER SERIES CONTROL (MONOGRAPHS)

Notre Dame. The operation in Oslo is being carried out in cooperation with the Oslo University Library and a Norwegian firm, under the direction of Barbara M. Westby, formerly coordinator of cataloging at the Detroit Public Library. Arrangements in Vienna, with the Austrian National Library and the Institut für Österreichisches Bibliotheksforschung, and in Paris, with the Bibliothèque Nationale and a firm of booksellers, are also now in operation.

Offices in other parts of the world have likewise been established. In May and June, 1966, Edmond L. Applebaum, assistant director of the Processing Department; Julian W. Witherell, head of the African Section in the Reference Department's General Reference and Bibliography Division; and Jerry R. James, formerly a cultural affairs officer with the U.S. Information Agency, made up a team which visited Kenya, Tanzania, and Zambia, surveying the need for a Library of Congress regional acquisitions office in East and Central Africa. Mr. James was later designated director of the Library's office in Nairobi. Steps toward establishing a similar office in Rio de Janeiro were taken in June, 1966, when William J. Welsh, associate director of the Processing Department, and Earl J. Pariseau, assistant director of the Hispanic Foundation, spent a week in that city. Mr. Pariseau was later made the director of the Rio de Janeiro office.

To explore with representatives of East European national libraries and national bibliographies the possibility of their cooperating in the National Program for Acquisitions and Cataloging, a conference was held in Vienna in September, 1966. Arranged at the request of the Library of Congress by the director-general of the Australian National Library, the conference was attended by the Librarian of Congress and members of his staff and by the directors of the national libraries or bibliographical institutes of Bulgaria, Czechoslovakia, Hungary, Poland, Rumania, and Yugoslavia. All those present expressed an interest and a willingness to cooperate if the necessary individual arrangements can be worked out.

Following the Vienna meeting, further conferences were held by the Librarian of Congress in Yugoslavia, Poland, and the USSR, and by another member of the staff in Czechoslovakia, with encouraging results. Explorations are also under way in Belgium, the Netherlands, and Switzerland. Examination of the possible courses that may be taken to assure fulfillment of the program for publications emanating from the Far East will also be pursued.

On the home front, the Shared Cataloging Division has been established with the following functions:

1. The bibliographic and physical description of books received, utilizing the title, imprint, collation, and selected notes as supplied by the national bibliography in the country of origin of the publication and adapting the copy for Library of Congress catalog card format;
2. Bibliographic searching of books received;
3. The establishment of main and secondary entries according to the *ALA Cataloging Rules for Author and Title Entries;*
4. Receiving bibliographic records and books from overseas offices;
5. Maintaining control files of bibliographic entries prepared for national bibliographies in the countries of origin of the publications involved;
6. Maintaining control files indicating the status of books listed in the national bibliographies both ordered or not ordered, and funds used;
7. Searching orders reported to the Library of Congress by cooperating research libraries;
8. Generating through the Library's Order Division orders for materials not previously obtained for the Library of Congress but reported as being ordered by cooperating research libraries.

Sections within the division will be based on languages of the publications handled, and each language section will have a bibliographic and a cataloging unit. Johannes L. Dewton, formerly assistant chief of the Union Catalog Division, has been detailed to head the new division. The staffs of the Descriptive Cataloging Division, and other units of the Library are also being expanded.

In July, 1966, the Library addressed a memorandum to ARL and other libraries concerning their roles in the National Program for Acquisitions and Cataloging. The memorandum pointed out:

> In order to accomplish the purposes of this program, it is deemed important that the Library of Congress receive from the major research libraries information concerning purchase orders placed by these libraries and also information on materials currently received on an automatic basis, e.g., materials received under blanket order arrangements. This information would be used by the Library of Congress to acquire materials in order to insure preparation of catalog copy by the Library of Congress for the bulk of publications being obtained by these research libraries. The Library of Congress proposes to distribute to participating research libraries a full depository set of Library of Congress currently printed catalog cards. This depository set can be considered a substitute for proof sheets currently acquired by most research libraries. Cooperat-

ing libraries would maintain a depository card file under the following conditions:

1. The depository file would be maintained on a current basis and would consist of catalog card entries falling within the cooperating library's acquisitions policies. Titles not falling within the acquisitions policies would not need to be retained and can be discarded upon receipt.

2. The cooperating library agrees to search against this file purchase orders (as well as current materials received automatically) for publications dated 1965 and thereafter in languages or from countries to be specified, including domestic materials. The purpose of this search will be to ascertain whether the Library of Congress has already printed a catalog card for the title in question.

3. In those instances where no catalog card is found the library will send to the Library of Congress a legible copy of the purchase order, or, in the case of publications received, a legible copy of the record card prepared by the cooperating library. The Library of Congress will search its control files and report back if the title has since been cataloged, if the title is on hand and is in process of being cataloged, or if the title has been or will be ordered by the Library to be cataloged. In addition, the Library of Congress will accept order slips or reports for titles dated 1956 to 1964 for which no LC card has been printed, and, if the title in the LC cataloging arrearage, will give this title rush cataloging and printing.

4. After the first year of operation a review of procedures will be made insofar as control factors, weeding of the depository file and so forth are concerned.

The depository set of catalog cards will be sent on a daily basis in alphabetically arranged order and at no cost to the recipient libraries. Franked, addressed mailing labels will also be provided to cooperating libraries for use in transmitting copies of order slips to the Library of Congress. The depository file of catalog cards will need to be maintained only for a length of time sufficient to assure valid searching results. These cards may be withdrawn or discarded whenever the cooperating library is in a position to perform a satisfactory search in the cumulative issues of the *National Union Catalog*.

The significance of this program is such that it is hoped that most if not all ARL libraries and other libraries requested to participate in the implementation of this program will find it possible to cooperate in this endeavor. Significant benefits that will accrue to cooperating libraries will include the immediate availability of catalog card copy in their depository file for many titles at the time of initial ordering of the title, and the further assurance of Library of Congress cataloging for the majority of other titles ordered by the cooperating library.

The number of U.S. and Canadian libraries cooperating in the National Program for Acquisitions and Cataloging has now grown to ninety-two. The National Agricultural Library and the National Library of Medicine are lending to the Library of Congress materials

in their collections required for cataloging under the program. Since the first week in October, 1966, depository sets of Library of Congress cards, complete from August 1, 1966, have regularly been sent to all cooperating libraries. Two "Progress Reports" have been issued and a third is in preparation. During the fiscal year 1966-67 it is anticipated that full-scale cataloging will be done for publications in English, French, German, and the Scandinavian languages, and for Spanish and Portuguese publications acquired under the Latin American Cooperative Acquisitions Project. In subsequent years the program will be extended to additional areas.

Thus was launched a program which should provide the most substantial benefits to the research libraries of the United States, and to libraries, publishers and book distributors in other countries. The adoption and use of cataloging already performed in the country of origin will serve to further the international standardization of cataloging practices. The joint economies possible under cooperative arrangements will result in an increased capacity to place publications under bibliographic control more quickly than before. The early availability of cataloging information will be of the greatest assistance to librarians, publishers, booksellers, research scholars, and students, with a resultant increase in the efficiency of many aspects of publishing, librarianship, and research.

The major problem in implementing the program will be to recruit and train qualified catalogers. This problem will have to be overcome before the program's full potential can be realized. It may take three years to fulfill all the objectives envisioned. But the birth of the new program has been attended by good auspices. Though limited by smaller appropriations than the amounts authorized, the Library is encouraged by the support of national libraries and bibliographic centers abroad and by that of the research libraries at home. With their continued cooperation, the program should meet its goals as soon as it is fully funded and the organizational period is over.

Myths and Realities in Library Education: The Blue Stamp Syndrome and the Library Schools

BY WALLACE J. BONK

I would like to begin by indulging myself in the pleasure of reading a rather long quotation from one of my favorite books, Jonathan Swift's *A Tale of a Tub*. Section IX of that work is entitled "A Digression Concerning the Original, the Use, and the Improvement of Madness in a Commonwealth." In that digression, Dean Swift says in part:

> Those entertainments and pleasures we most value in life are such as dupe and play the wag with the senses. If we take an examination of what is generally understood by happiness, we shall find all its properties and adjuncts will herd under this short definition: it is a perpetual possession of being well-deceived.
>
> The two senses to which all objects first address themselves are the sight and the touch; these never examine further than the color, the shape, the size, and whatever other qualities dwell or are drawn by art upon the outward of bodies.
>
> And then comes reason, officiously, with tools for cutting and opening and mangling and piercing, offering to show that they are not of the same consistency throughout. Now I take all this to be the last degree of perverting nature, one of whose eternal laws is to put her best furniture forward.
>
> He that can with Epicurus content his ideas with the films and images that fly off upon his senses from the surfaces of things—such a

The seventh lecture was delivered on April 21, 1967, by Wallace J. Bonk, Professor of Library Science, the University of Michigan. Dr. Bonk holds B.A. and M.A. degrees in English literature from the University of Minnesota and A.M.L.S. and Ph.D. degrees from the University of Michigan. He is a member of Phi Beta Kappa. As well as having served as chairman of the Department of Library Science of the University of Michigan, Dr. Bonk's academic and professional career includes experience as an assistant professor of English, East Texas State University, and as a member of the Catalog Department of the University of Michigan General Library. He is the author of *Use of Basic Reference Sources in Libraries* and the joint author with Mary D. Carter of *Building Library Collections*.

man, truly wise, creams off nature, leaving the sour and the dregs for philosophy and reason to lap up. This is the sublime and refined point of felicity, called the possession of being well-deceived—the serene peaceful state of being a fool among knaves.

It is one of the charming characteristics of our race that we can look at the facts squarely in the face—and deny their existence. One of our most persistent and remarkably successful endeavors is this seeing of the world as we wish it were, and refusing to see what we do not choose to see. Today, however, I would like to invite you to join me in looking at what I take to be some of the realities of librarianship.

One mechanism which we employ to make reality bearable is the "Blue Stamp Syndrome." I note a look of puzzlement—let me explicate by using this story as a parable. There was a company which had far-flung operations in the United States. Their business affairs necessitated the mailing of large quantities of material, and the officials of the company became alarmed at the greatly increasing costs of addressing all those envelopes. A series of committees was set up across the corporation, and the committees were asked to make a study and then recommend methods of cutting down the costs of addressing envelopes. The committees studied for a year, and then a second group of higher echelon committees was set up to study all the reports. In due course, the final committee brought in the final report to top management: "To cut the cost of addressing envelopes, buy blue stamps."

I note another look of puzzlement. You think that that recommendation is a non sequitur? You ask how the answer applies to the original question? For human needs, it is not an unusual answer—it reflects the eternal effort of the human being to avoid facing problems squarely—to avoid reality, at all costs. All of you, I am sure, could produce examples of decisions in libraries which reflect this same tendency to give a perfectly splendid answer to *some other question.* We are all given to purchasing blue stamps, if we can at all manage to do it.

One of our most ingenious devices for blue-stamping our way through life is the substitution of myth for reality. After all, reality usually presents us with some hard, demanding circumstances, while our myths are much more gentle and permissive—and persuasive. For our purposes today, I would like to take one of the definitions of "myth" which are sanctioned by Mr. Webster: "An ill-founded belief held uncritically, especially by an interested group."

In going through the next 50 minutes or so, I would like to divide

my attention among three topics: (1) the library world in general; (2) some comments about education in general; (3) remarks directed at library education in particular.

Librarianship in General

For about 4,000 years, the task of librarians has been essentially the same. They try to select from the mass of material available that which will be useful to their particular clientele. They organize it in some fashion, usually involving a classification scheme of some sort to group like materials together and some type of index to the collection (usually a card catalog in American libraries). Having arranged the material, they then attempt to help the user find those items which are most appropriate to his particular needs.

This task has always seemed a rather quiet and peaceful pursuit to the general public. Since World War II, however, whatever peace and quiet may have existed in libraries has been rudely dispersed by the intrusion of problems created by changes in the society surrounding libraries.

The unexpected growth of the American population, coupled with the much-noted increase in the volume of publication, has placed heavy burdens on a library system which is ill-equipped to manage them. It is not necessary to review here in detail the growth and changes in the American population—a few summary figures will satisfy. Since the 1790 census, the American population doubled five times (up to the 1950 census). The first three times, it doubled every 25 years. The fourth time, it took 35 years to double, and, the fifth time (between 1900 and 1950), it took 50 years.

Demographers of the 1930's studying the population in the middle of that last doubling, noted that the rate of increase was clearly slowing down. They projected the rate forward and predicted that by the year 2000 the United States would reach its maximum population—and would thereafter actually decline in numbers. They predicted the enormous total of 165 million people by 2000. Well, we all know that something went wrong with those predictions. By September, 1966, the population had reached an estimated 197 million, with predictions that it will surpass 220 million by 1975.

This greatly increased population has created a need for vastly expanded physical facilities of all kinds. The problems of social planners have also been compounded because of a skewing of the normal age distribution in the population, with a relatively small working and taxpaying population supporting greatly increased pop-

ulations of children and persons beyond retirement age. The older and younger age groups require expensive social service facilities, with the result that the tax resources of the states and local communities are nearly exhausted. Thus libraries (which have never held the highest priority in the allocation of public funds) must struggle for additional revenues at a time when funds are in short supply. The fact that an increasingly large percentage of persons of college age are enrolling in colleges creates even greater demands on library services. All studies of library users have shown a high degree of correlation between level of education and use of libraries—the more education, the greater the use of the library.

The population explosion has been paralleled by an explosion in publishing. A standard statistic, much repeated (whose validity I cannot vouch for!), asserts that 90 percent of all the scientists who ever lived are alive now—and they all seem to be publishing furiously. Chemists, for example, who published about 1,000 articles monthly in 1950, published 13,000 per month in 1965. Abstracting and indexing services have been unable to keep up with this increase, and the result has been a failure to achieve full bibliographic control of all the available materials.

In addition to journal publications, there is a vast tide of research report literature, much of it uncontrolled by current systems, whether library-based, privately produced, or governmentally supported. It becomes increasingly difficult to determine whether a given piece of information has been published, and some organizations have come to the conclusion that it is cheaper to repeat experiments than to attempt to discover if they have already been done.

Even ordinary book-trade publishing has shown dramatic increases. In 1950, the United States published some 11,000 trade titles. In 1966, the number had risen to about 30,000. What are the resources with which the American library system must meet this growing pressure from an expanding population and a spiralling publication industry?

A general statement can summarize quickly for all types of libraries: most are inadequate in collections, personnel, and budget to cope with the demands being made of them. Indeed, some extreme critics, cruelly heedless of the chronic poverty of the American library system, have assured librarians that their institutions are obsolete. Having demonstrated to their own satisfaction that libraries are not capable of meeting current needs, they suggest a new type of institution (the computer-based information center), staffed by a

new type of personnel (the information specialist or documentalist). Let us look at the academic, public, and school libraries to see if we can catch glimpses of the current library reality.

There are about 2,100 academic libraries in the United States (including junior college libraries). Theodore Samore's 1965 study revealed that 2 percent of these institutions (42 libraries) own 39 percent of all the volumes held, spend 36 percent of the money, and employ 35 percent of the personnel. The remaining 98 percent (which must divide what money, staff, and books are left), it may be suspected, do not have resources adequate to support significant programs of higher education. They are college and university libraries in name only, not in reality.

If one measures academic libraries against the standards created by the Association of College and Research Libraries, the results are disquieting: 73 percent below standard in number of volumes, 72 percent below standard in personnel, 54 percent below standard in expenditures. It should be noted that these standards are envisioned as minimum standards for service—they are not criteria for resplendent excellence.

While the bulk of academic libraries are weak in resources, the largest libraries are faced with quite another problem, which hampers effective service. Two decades ago, Rider reported that the growth of the research library was not arithmetic but exponential, and that research libraries had tended to double every 16 years since the year 1830. This initial study is supported by Dunn's survey of 1965, which affirms that the exponential rate of growth still prevails. The average rate for the 54 libraries he studied was 17 years, with annual acquisitions tending to double every 9 to 12 years.

These large libraries find it increasingly difficult to house their collections and almost impossible to keep cataloging current with acquisitions. They are discovering that access to such collections becomes increasingly difficult as the catalog becomes increasingly complex. In many libraries, as a result of overcrowding of the main building, it has been necessary to relocate volumes by the hundreds of thousands, while it has not always been possible to alter the public catalog records to show the changes. Thus the central catalog is no longer a reliable index to the actual physical location of the materials, making swift retrieval of the desired material sometimes impossible. Given this embarrassment of riches, however, the research collections are still unable to satisfy the demands of the university researcher, who seems to have taken as his motto for acquisitions the slogan

Gompers used for his labor union's program: "More!" Even these rich and well-supplied libraries are under attack for their failure to serve the scholar as he would wish to be served.

The pattern in the public library field is strikingly similar to that prevailing in academic libraries: a relatively few splendid collections, with the greater part of public libraries inadequately staffed, supported, and supplied to meet the demands being placed upon them. Henry Drennan reported in 1965 that nearly 69 percent of public libraries did not meet minimum standards in number of volumes, while 97 percent failed to meet the standard for general operating expenditures. Yet, although many public libraries are short of staff and do not have adequate budgets or collections, they are faced with constantly increasing use, particularly by students at all levels of education.

Measurement of the school libraries by Mahar in 1965, using the standards of the American Association of School Libraries, revealed the same picture which obtains among the public and academic libraries: most schools do not meet minimum requirements. A most striking summary was given by President Johnson in his education message to Congress in January, 1965. He reported that almost 70 percent of public elementary schools lacked libraries, while an additional 14 percent lacked librarians.

Confronted with a growing number of people, with a larger percentage of students going on to college, with changes in the curriculum at every level of education demanding expanded collections, with the growth of independent study by students, with new areas of knowledge to be represented in the collections (nuclear physics, lasers, masers, space technology, area study programs), the library system of the country faces the future severely handicapped in its efforts to meet these needs.

Why does this situation obtain among libraries? It is at this point that I must ask you to face a second unpleasant reality about American librarianship. We have been poorly supported because American society does not value libraries highly. I do not mean to suggest that they are not valued at all, but they rarely rank at the top of any fiscal priority list—except in the minds of librarians. Any planning for the improvement of libraries which does not take into account this central fact will only produce a serene and peaceful state in the minds of librarians—it will produce no alterations in society.

If you are interested in a statistic to suggest our relative position

in the economic scale of things, may I point to the total of budgets for all academic and public libraries for 1962 (the last year for which I have a total figure). The total budgets—let me repeat—of *all* academic and public libraries came to $400 million. Put that figure against the net profits, after taxes, of one manufacturing corporation: $1 billion. One company earned two and one-half times more than the total budgets of academic and public libraries. But you all know the figures: we spend more for liquor, for cosmetics, for dog food, than we do for libraries.

In spite of the kind things librarians say to one another at library meetings about the importance of their institutions, the painful truth is that most people never think about us at all. They are not antipathetic to libraries—libraries never enter their heads.

It is one of the great truths about men that you cannot tell what a man believes from what he says. You must watch what he *does*. And although many fine things are said about libraries by various public officials, one must watch how they translate those lovely things into action at budget time to learn what they really think is important. I suppose every university president says at least once in his career that "the library is the heart and soul of an institution of higher learning." It is a sobering and salutary thing to turn from such splendid rhetoric to an inspection of the budget of the university. Between the rhetoric and the reality falls the shadow of real fiscal priorities. Can you imagine a library ranking before a medical school in a university's budget?

The library schools have much the same level of priority in university planning (well, they are likely to be several cuts below the library!). Sarah Reed's 1965 study of library school budgets indicates just how important we are in the view of the fiscal policy makers in the universities. We get enough to keep us going, and we are tolerated—as long as the costs remain moderate.

Let me repeat: this is usually not done out of malice, but out of a lack of concern for, and interest in, libraries and their workers.

We are, of course, also done some damage by that too-often-referred to "image." When the public does think about us, you know perfectly well what they think. In general, we are held to be a group of rather timid, retiring, inconsequential folk, tiptoeing around in our button shoes, shushing people.

Sociologically speaking, we suffer from the feminization of the profession. At least 80 percent of library workers are women, and libraries must share all the disadvantages of a feminized profession

in our society. I am not defending that set of attitudes, but merely noting that it is true that female professions are paid less and are held in less regard than those dominated by men. Librarians must join the nurses, the elementary teachers, and the social workers on the scale of society's values.

It is interesting to note that the women who staff the library (an institution largely servicing the younger people of our society) are growing older. Between the public library inquiry of the late 1940's and the 1960 census, the median age of librarians actually increased. In 1960, the librarian's median age was exceeded by that of only one other professional group! This helps to explain the figures quoted by Miss Virginia Gaver in Ann Arbor last week: 75 percent of school librarians took their highest degree before 1954, while 66 percent of public librarians took their highest degree before that date. Thus we face the new problems with a crew whose training is not the most recent, and whose age may lead to a certain loss of resiliency in bouncing back before the pressures falling upon libraries.

Yet more than ever before we need a group of resourceful, flexible, imaginative folk, not wedded to the past, either as represented by procedures or by conceptions of the library's role. We need a group which cannot only see what needs to be done and lay out effective plans to meet these needs, but which can also move into the arena of persuasion, who can convince budgeting authorities that the library's needs take precedence over all other needs. The supply of money is short, and we must get it at the expense of other units—if they get it, we won't. We need librarians who are wise as serpents and as Machiavellian as Madison Avenue advertising men!

In the face of those hortatory exclamations, let me cast reality: an aging staff of dedicated ladies, to whom society will not give its first allegiance.

Whatever planning we do in the library schools must take account of these realities of library service. If we make our plans on the basis of our own library conference rhetoric, we will find ourselves only unheeded voices crying in the modern wilderness.

Education in General

Let me turn to the topic of education in its general sense, since there are several myths operative there which must be taken into account in assessing the criticisms of library education, and also in planning for our own curricular alterations. We can be led astray if we insist on substituting blue stamps for a method of reducing the cost of addressing the envelope.

I would like to avoid the problem of defining "education" in any rigorous way, beyond saying that its root meaning is highly suggestive of its basic purpose. It comes from the Latin *ex ducere*, meaning "to lead out." I suggest that all education is aimed at leading the individual out of the narrow world of the family into the broader world of the community, the state, the nation, and the works of man from antiquity to modern times.

Now, it seems to me perfectly obvious that the schools carry on only part of the educational activity of society. And they are set up to function effectively only in dealing with certain appropriate educational activities. Some education clearly belongs in the home: teaching the child how to dress, how to brush his teeth—to look at the more pragmatic education the home should provide. In addition, the family has the responsibility for the moral education of the child. I look with no favor on the shifting of certain responsibilities from the family to the school. Sex education, I believe, should be taught in the context of the home and family love. It is one area of education inappropriate to the schools, in my own twisted opinion. The schools can teach the facts of human reproduction, but these are the least important things one needs to learn! The proper relation of human reproductive activity to human love, to family responsibility —the *moral* facts about sex belong in the hands of the family.

I repeat, after so long a digression, there are certain educational functions which are appropriate to the schools—they are only *part* of the educative forces acting on a person.

It seems to me that there are two general attitudes held toward the purposes of the school, only one of which I can agree with. Many people raise the cry "You should teach the student to think, to reason!" Indeed, library science students have been known to rebel (rather genteely) against the rigors of memorization in the bibliography courses, and to proclaim that this does not teach them to think one whit better.

I cannot take the time to give a full demonstration of the causes which led me to my own stand, and I will, therefore, be forced to assert it quickly, which will give the effect of dogmatism. For any overtone of authoritarianism, let me apologize. It is my conviction that the quality of human thought results from the cerebral mechanism with which one is born. This mechanism depends, in the last analysis, on the genes in the gametes from which the individual developed. Nothing can alter that mechanism for the better, although it may be altered for the worse, unfortunately. A Mongolian idiot is

damaged in the course of its foetal development, and no amount of education can repair that damage and teach it to think like an undamaged brain. On the other hand, a splendid cerebral mechanism may be inhibited by unfortunate social environments, so that it never reaches its full capacity. But the quality of thought, the ability to handle abstractions, to reason, to think—these are given by the equipment with which we are born.

And so I would say patiently to those who say that a given course does not teach people to think: this is not the enterprise upon which education embarks.

The purpose of education is simpler—and much more likely of fulfillment: education attempts to give you the information with which to think. It gives you the facts, the data, the theories, the reflections, the surmises of the best men have produced. It then urges you to proceed to reason upon these data, to think about those things which the greatest minds of our race have asserted. But it cannot teach you *how* to do this!

This major restriction I would keep in mind in any planning to meet criticisms of library education. Some criticism, I would maintain, results from mistaken expectations concerning the nature of all education.

There is also a distinction between professional and liberal education which I think is occasionally lost sight of by library science students (and other professional students as well). They are sometimes disappointed because library education does not seem to be engaged in a process which is really not the province of professional education. Again, I would say their disappointment would have to be borne with by library school faculty because they arise from mistaken expectations.

Liberal education is devoted to considering two great questions which men have insisted on asking over the ages: (1) What is the universe like? (2) What is man like, and what is his proper role in the world? Liberal education introduces students to the variety of answers which have been given over the ages by the wise men of the race. It exposes them to the variety of attitudes one can hold toward the natural world and toward man's role in it—and in relation to other men. Even here, liberal education does not teach *what* to think about these issues—it presents the various alternatives.

Professional education is not concerned with these grand questions. It has a much more restricted role. It asks what responsibilities society has laid on a given group of professionals; what methods are

best utilized to meet those responsibilities. Its focus is on the professional task—how it is accomplished; how it should be accomplished. A good part of professional education *must* be devoted to learning how to do the tasks the professional must carry on. Thus a medical student must learn how to perform an appendectomy, and he must practice this operation on lesser forms before he undertakes to cut into a human. There is a place for theory in all professional education, but its basis must be a study of practice—that is, learning how to perform those tasks which society expects that profession to undertake.

And yet it is occasionally made clear that students come to graduate library education expecting to be exposed to some great arcane mysteries about the universe; they look for great and profound truths about man and society; they are disappointed at the courses which seem pedestrian in their concern for learning how to catalog, or select, or which tools to use to answer what types of reference queries. In such cases, I think the school can only put up with the student's disappointment: it results from the wrong expectations.

This attitude, by the bye, is not restricted to library education; it occasionally is expressed by graduate students in much more liberal disciplines. Think of the experience of the student interested in English literature. He takes the sophomore survey, and he finds himself swept in one great impulse from Beowulf to T. S. Eliot. In the course of two semesters, he has been given a grand view of 1,000 years! Then as a junior and senior, he discovers the range narrowing. He now takes two semesters to study 18th century literature—more authors, more details, but still a pretty broad sweep. Then, as a graduate student, he may be allowed to spend two semesters on a seminar concerned with the criticism of the Age of Queen Anne; or Spenser's *Faerie Queene* as an epic. The range has narrowed enormously, and he finds more detail, more detail, and ever more detail to be mastered. Graduate education does not lead toward the more general and synthetic: it leads to ever smaller fields studied in enormous detail.

Students who do not accept these facts as realities are bound to be disappointed by graduate and professional education. In planning curricular revisions based on student discontent, I think it is incumbent on faculty to separate criticisms based on realities from those (quite sincere!) criticisms based upon mistaken expectations of the nature of advanced education.

Library Education

Let me review briefly the current pattern of education for librarianship. As of March 1967, 39 master's degree programs had been accredited by the American Library Association's Committee on Accreditation. There is also a group of master's programs being offered, which are not yet accredited by ALA. A sizeable number of schools offer a major or minor in librarianship at the undergraduate level. Most recently, two-year library technician programs have been instituted at the community or junior college level.

The master's programs accredited by ALA are supposed to prepare personnel for all types of jobs in all types of libraries. To accomplish this general preparation, most schools have a core of required courses, taken by all students, regardless of the type of library in which they intend to work, or the type of job they intend to take. This core is supposed to encompass the basis of professional library work. In addition, a relatively limited number of courses are taken as library science electives, giving the student some opportunity to specialize by type of library or type of work. There is a growing feeling that—given the shortage of librarians and the need for introducing the newer technology into library education—this system is no longer satisfactory.

A number of proposals have been made suggesting alterations in the traditional pattern of library education. Unfortunately for their easy execution—and unfortunately for the peace of mind of library school administrators and faculties—these recommendations divide into two quite different categories: Those aimed at producing more librarians by reducing the requirements for training; and those asking for more training to meet the need for greater specialization. To do both simultaneously, within the present curricular framework, would require something like a pedagogical version of the miracle of the loaves and fishes.

The following recommendations have been made within the past year, all aimed at increasing the out-put by a variety of reductions of requirements:

1. Introduce a library aide program into the high school curriculum;
2. Use graduates of the two-year community college programs as library technicians;
3. Accept an 18-hour minor, taken at the undergraduate level, as sufficient preparation for many jobs;
4. Move the basic preparation to an undergraduate major;

5. Accept the graduates of unaccredited programs as fully equivalent to those from ALA-accredited schools;
6. Reduce the time required for the master's degree to one semester.

At the same time that these proposals are being made, other librarians are suggesting that the trouble is that we need people with more training, not with less training. Spokesmen for the university libraries feel it would be a very serious error to lower the qualifications for service in a university library . . . they want people who know *more*, not less. At the Second Annual Forum on Education for Special Librarianship, 1966, there seemed to be general agreement that special libraries want more training, rather than less, to meet the demands of the special library.

Professor Raynard Swank, Dean of the Library School at Berkeley, after summarizing the curricular alterations which documentation and information science seem to demand, noted that it may be necessary to extend the basic graduate program to two years, rather than to reduce it.

How are we to explain these two very disparate views, which point in exactly opposite directions?

Let me return to one of the myths of library education. We all subscribe to the theory of the "core" curriculum—that body of knowledge which all librarians should have in common, and which they all need in order to operate in the library world. However courses are named, most schools seem to envision that core as consisting of a general introduction to librarianship, a course in book selection and acquisitions, a course (or two) in cataloging and classification, a general reference course, and a bibliography course (often requiring the student to choose one of the three broad subject areas—social science, science, humanities). This core, we tacitly assume, will prepare a person to work at any type of job in any type of library.

On what is the myth of the core based? I think we can put it one way by paraphrasing Miss Gertrude Stein—"A library is a library is a library." Or, to put it another way, "All libraries are equal." We seem to have made the fundamental assumption that all libraries are indeed alike, and that similar positions in any type of library involve similar tasks.

If all libraries are truly alike, then all librarians not only can be alike, but should be alike, and should have the same training.

What we have taken only partial cognizance of, I think, is that the

library has been slowly changing—certainly in our century—and that the rate of change has accelerated rapidly in the past 20 years (since the Second World War). When libraries were fairly Babylonian in their activities, all librarians really were pretty much alike. Libraries were relatively small institutions (the monster show is a fairly recent development), serving small populations, and using pretty standard techniques to serve them. Indeed, Dewey's aim in his library school was to produce a core of workers who had been standardized pretty thoroughly—even to writing the same library hand. Bit by bit—and sometimes in great chunks—differences have begun to appear between types of libraries, and between libraries of different sizes within the same type. More and more specialization has crept into library jobs.

To illustrate my point, let me compare extremes. Let us, as one type of library, take the public library of my home town, which serves a huge population of some 13,000 souls. Let us put alongside it, the library of the University of Michigan simply because it is one with which I have some familiarity. Michigan has somewhere over 3.5 million volumes at this point in time, my home town library has about 35,000. Thus the University of Michigan collections are about 100 times larger.

But they are not only larger, they are strikingly different in content. And imagine, if you will, the difference in the selection and acquisition of books between those two systems. More than half of the University's purchases are in languages other than English; it must perforce enter into arrangements with publishers and agents all over the world. It must, in addition, seek out very highly specialized materials which will not even be published through ordinary trade publishing circles.

Or, shift the focus more sharply, and look closely at the various component parts of the University Library system. Just a list of the names of some of its units will suggest the degree of specialization which obtains: architecture library; Asia library; bureau of government; chemistry-pharmacy; business administration; dentistry; education; engineering-transportation; fine arts; highway safety research; industrial relations; institute of science and tech; institute for social research; mathematics; medical; nursing; mental health; museums; music; natural-science/natural-resources; physics-astronomy.

To crowd the workers in these highly specialized collections under the same umbrella as the librarians of my home town's public

library, you must make definitions of the librarian's function so broad as to be really meaningless for any practical purposes of planning a curriculum.

Let me remind you, however, that at the moment, most of us are committed to the myth that all librarians are equal, that libraries are substantially identical, and that therefore we discharge our duty to librarianship when we expose all our students to a common core of knowledge.

I would like to return to my earlier comments about professional education. You will remember that I noted that it was not like liberal education (that is, devoted to the great questions of purpose of man and nature), but that it aimed at training a group of people to carry out the tasks of that profession. Library education, like all professional education, has as its primary aim the training of students in the necessary tasks of our profession. But what reality faces us? Our myth begins to slip and slide when we hear library administrators recommending two opposite views as to training needs. What is it that impels the public library administrator to cry for more bodies, less trained, while the university librarian cries for more trained folks, at any cost. It seems to me, at least, that these two groups see the tasks to be performed as quite different—and therefore reasonably not requiring the same training.

Within the past year, I have had three public library administrators tell me (in one wording or another): "We don't need people with master's degrees—for heaven's sake, we don't need bachelor's degrees to have them do what they are doing!" My first reaction to that comment is to ask myself what on God's green earth they have them doing! And I move secondly to ask, is what they *have* them doing what they *ought* to be doing!

I am sure any library school faculty member can tell you little tales of terror and horror involving the reports some students bring back from their first job.

This last fall, one of our graduates, who had taken a reference job in a public library, came back after his first year, much discouraged. His first efficiency report had just been turned into the head librarian by the head of reference. He had thought he was doing a satisfactory job, but his supervisor turned thumbs down on him. And do you know what his great fault was? He was spending too much time helping the people who came in. He was not spending enough hours working on all the little local indexes which the reference staff lavished its attention on.

One of our bright young girls was most unhappy—she had been set to work typing catalog cards eight hours a day. Note, I did not say she had been set to work *cataloging*—she was using her master's preparation to become a more proficient typist. She was not happy or satisfied.

About a year ago, Jerrold Orne remarked in *Library Journal* that "three-fourths of all the work done in libraries requires something less than graduation from an accredited library school." What appears to be the case, in my own twisted view, is that some librarians think these clerical tasks *are* librarianship.

I am sorry to appear to be picking on the public library folk, but I am only reporting what many of them have said themselves. Their comments suggest that their view of what a librarian in a public library can and ought to be—and my view—are quite different. But the schools cannot take over the running of public libraries! We are supposed to supply people to do those jobs which the public librarians think it needful to be done. If we accept their procedure in running their shops, then it is clear that we ought not cram public-library-bound students through the same program taken by university-bound folk.

Of course, at the moment, we don't know which students are bound for which types of libraries, and they often don't know themselves (and this is not meant to be critical of them). What we do is use the shot-gun approach, blasting away with a widely spreading charge, hoping that the right pellets will be buried in the skulls of the right people.

Let me repeat my position thus far:

We have a dearly held myth that a core of knowledge will fit all librarians because libraries and librarians are all alike. Growing specialization has crept into library work, while the core has remained pretty firmly fixed. The testimony of librarians—in terms of what they say they want—seems to suggest that librarians need different kinds of training for different kinds of libraries at least (to say nothing of the possibility that they need different kinds of trainings for the same type of job done in libraries of the same type, but of greatly differing size).

Within the past year, there seems to be a consensus emerging which would divide library education into three general levels of training, reflecting these varying needs:

1. The library technician—the two-year course at the freshman/sophomore level;

2. A major at the undergraduate level, in which people would be trained largely for school and public libraries, and for jobs of a more general nature in the colleges and universities or public libraries of size;
3. A master's degree, which would involve a much greater degree of specialization which now obtains highly specialized tracks—administration, acquisitions, bibliography, information services;
4. A doctoral program with two possible tracks: that for the teacher and researcher, and one for the specialist in practice.

There seems to me much logic and good sense in these proposals, and at the moment, they are tempting me away from my own belief in the "core" principle. (I have not yet wholly abandoned my faith in that myth, however). We seem to be moving in the direction of other professions, which have created technicians to free the professionals—medical technicians, dental technicians, etc.

But there is one little thing lacking which makes a heavy impact on the fine, sweeping, bold set of recommendations I could make concerning changes the schools ought to embark upon. Writing about library education in the past and in the present is much like the speech you have been listening to: it is full of sincerely held and more or less vehemently argued *opinions*, and distinguished by the lack of objective data to support those opinions.

I have suggested that jobs have changed, have become more specialized in some libraries, that even the same type of job differs greatly as you move from small to large library. But what evidence have I produced to demonstrate the reality of this new myth I am proposing? Why, hearsay, a few anecdotes, the statements of a few administrators. Before we can make any sensible move in this matter, we need a large-scale study of the actual work done by librarians in the various types of libraries to elucidate requisite skills and knowledge. To make plans for changing an institutional pattern on the basis of the latest lack of evidence, and to consider this an improvement on curricula originally developed on past lack of evidence, is to show one's self a devoted admirer of big blue stamps.

Library education is faced with a direct and specific problem which needs solution:

Does the core curriculum in truth prepare librarians for the realities of present library positions? If we set up profession-wide committees to study this problem, in reporting back finally on our

solution, will we resist the temptation which is so profoundly rooted in every one of us to avoid reality at all costs? Will we substitute one myth for another, because at this point in time it provides us with a more serene and peaceful state of mind? Will we be content with the images which fly off the surfaces of things—or will we cut and open and mangle and pierce, until we reach the root of the problem?

When the snow was deeper than usual last winter, and the sky darker than one might like, I sometimes had a vision—through the falling snow—of the future of library education. It seemed to me that it was a great, snow-white envelope floating in the sky of tomorrow. I peered as hard as I could through the blizzard, to see what was pasted up in the right-hand corner of that resplendent envelope.

The awful winter gloom obscured my view. But I fondly hope, ladies and gentlemen, distinguished colleagues, that when the bright sun of tomorrow breaks through the gloom of my fancy, I will not look up and see a stamp of that bewitching, but disastrous, blue!

The Improvement of Book Collections For Academic Libraries

BY ROBERT A. MILLER

My topic is the improvement of book collections for academic libraries. I use the phrase "book collections" to include books, journals, government publications, reports, microforms, other reproduced text, data, tapes, recordings, and the whole range of materials that constitute the library stock. I hope I have been selected to speak on this topic because of my experience, for a major portion of my professional life and working days has been spent in trying to improve the library collection at my university. I have developed this paper on that experience, and it is intended to be a practical, common sense presentation of problems and procedures.

The major obligation or responsibility of the academic library is to support the academic program, and supporting the academic program means the provision of library service adequate to the announced program. The essentials of adequate library service may be reduced to two: first, an informed, individual service to students and faculty that makes an effective use of the library materials at hand, and second, the building of a collection of library materials and information on which to base an intelligent, helpful and individual service.

If, by emphasizing the basic importance of individual service and the building of a library collection, I ignore or understate the importance of other legitimate professional obligations and concerns, let me simply state that I subordinate them to the two essentials.

Robert A. Miller, Director of Libraries, Indiana University, delivered the eighth of the LSU Library Lectures on October 20, 1967. Dr. Miller's career includes experience as a classifier for the New York Public Library, as a supervisor of departmental libraries for the State University of Iowa, and as the director of libraries of the University of Nebraska. From Nebraska he traveled to Indiana and to his present position. Dr. Miller holds a B.A. from the State University of Iowa, a B.S. in library science from Columbia University, and a Ph.D. in library science from the University of Chicago. He is a member of Phi Beta Kappa.

For example, our interest and experimentation with electronic data processing really proceeds from our acknowledgment that we need to provide better service to students and faculty, but it would be a mistake to think that electronic data processing is something other than a technique. The resulting products of our eventual success with electronic equipment will be tools to be used by our patrons and staff. There is at this time no immediate prospect that the content of our libraries can be electronically stored. Our present reasonable hope is that we can store bibliographic entries, and later, abstracts. But this store of information will only provide access to our stock of books and other materials.

I believe strongly in the provision of individualized, professional help for our students and faculty. We need more reference, or public service, or interpreting librarians in our academic libraries than we have. We need them to exploit to the fullest the library collections at hand, to make the best use of what we have in our libraries. We need them also to provide an individual service which may offset to some degree the depersonalization that seems to accompany increased enrollments and which weakens, for some students, the potential of a college experience. An individual student well served by an individual librarian may find recompense for his loss of individual identity elsewhere on the campus.

But individualized service must be based upon the materials at hand and it is the selection of useful materials that is the topic I shall discuss. Planned selection is important if for no other reason than to conserve the funds available and to make sure that these funds are expended for materials that are really needed. Selection of materials is difficult today because there has been an increase in the production of publications on the one hand, matched by an increase in academic programs, research and enrollment on the other. It has been estimated that increased production and increased prices require annually a 10 percent increment in the book fund. If present trends continue, merely to keep up with normal production and price increase, the book budget must be doubled every 8 years.

There is no point in debating the issue of selective versus comprehensive collecting. No library can afford to collect comprehensively. No academic library needs everything. So, what shall we select? Who shall select? How much money is needed annually for a reasonable, defensible acquisition policy? How shall we select? How shall we tailor our selections to stay within our budgets? These are the questions on which I have organized my paper.

What Shall Be Selected?

I approach the question of what we shall select in terms of priorities. The first priority should be given to the academic program, to supplement the courses that are offered on the undergraduate and graduate level. If the library fails to supply hat our students and faculty need in the way of meeting course work requirements, the library fails completely.

The first charge on our selection time and book funds is, then, the provision of the library materials that are needed for the day by day preparation and supplementation of the classes being taught. The needed materials are normally identified by bibliographies, reading lists and faculty recommendations. The library staff is, to some extent, obliged to anticipate needs because the faculty member will frequently assume that the materials are available in the library collection without his previous order.

It is also the responsibility of the library staff to cipate the material needs of new or future programs, for these ms have a way of suddenly appearing in the course listings out advance announcement to the library. Even when the library has been advised, there is seldom supplementary budget. But somehow or other the library must make ready.

For both undergraduate and g aduate courses, it is obviously necessary that the library collection have some depth in standard, classic, and current literature in those lemic fields listed in the catalog together with a reasonably complete coverage of the standard journals in these academic fields. The first priority must be assigned to the instructional needs of the institution.

If the library takes the initiative in securing a collection sufficient to support the curricular programs, what is the next priority? In terms of faculty and student need, consider the patron who goes beyond his course requirement and asks, "I know from the card catalog what our library has, but what else is there on my subject?" The what else may be right at hand. Indexes to journals, government publications, and analyzed series are essential for the fullest exploitation of the local collection. Reference works also contain material that is not listed in the card catalog.

The what else may not be at hand, but it can either be purchased, borrowed, or copied. All of this is well known to service librarians, and I wish only to make the point that second priority should be given to the strengthening of the g eral, bibliographical, and reference

sections of the library collection because it is these sections that provide the means for satisfying individual student and faculty needs that go beyond the curricular requirements.

In building a good reference section, one will think first of what we call reference books. The good reference library must also have the key books and journals in all areas of intellectual interest. They are needed to give breadth and background strength to the reference capability. The good reference section must have the bibliographies that will enable the library to take fullest advantage of the wealth of material that is available in our national network of research libraries. Without any formal arrangements, each academic library is a member of this network and can benefit. The good reference section is not only needed by students and faculty; it will also serve the occasional needs of neighboring schools and colleges and the libraries and citizens of the state.

After the instructional and reference needs of the academic institution have been provided, is there a logical third priority? Yes, although it may not be easy to define precisely. It is extra-curricular, in the sense that it cannot be related to course offerings. It is research oriented, in that it has to do with materials that a faculty man or advanced student needs for his individual research. Largely retrospective, in that it frequently seeks older materials, it also requires current materials. It is collecting, or selecting, in depth.

Lacking a great deal of money, common sense indicates that development of any part of the library collection in depth must be a policy that can apply only to a limited number of areas. In some cases, these areas will be identified by the academic administration, but not normally. In some cases, the librarians may be under pressure from an academic department, or faculty member, to build a strong collection for a specialized program or interest. But in most cases, with some money available, the librarian is well advised to follow the policy of building strength onto strength. At Indiana, we have a very good Defoe collection. The faculty man who helped us build this collection is now retired and has not been replaced by another Defoe scholar. Yet we shall continue to add to our Defoe holdings as best we can because we have adopted the policy of building strength to strength.

I recently became acquainted with a useful book on scientific management in library operations, written by Dougherty and Heinritz. Assuming, for the purpose of this paper, that this might be an area in which a library school might specialize, I examined the bib-

liography which the authors had compiled to determine the amount of retrospective acquisition involved. A little over one-third of the citations were to recently published books and monographs. Almost two-thirds of the citations were to older books, reference works, and journals. This simple analysis reveals that the building of a new research collection will require a considerable investment in retrospective materials. For want of a better term, therefore, I suggest that research and retrospective needs of the library be given third priority.

Before considering other priorities, I wish to restate my conclusions about comprehensive or depth collecting. It should be attempted only for those areas which have already attained depth, or prestige, or which have been identified by the administration or faculty library committee. A very great deal of cooperation is still needed among neighboring libraries to prevent duplication of comprehensive collections. We make little progress in my region on library cooperation, but we do have a traveling scholarship program whereby graduate students from one institution may be in temporary residence at another institution, taking full advantage of course offerings and library resources, but earning credit hours as if he were in residence at his home university.

I am not going beyond three priorities because I do not know how to rank the other legitimate demands on the book budget. Typical of these are: recreational reading, dormitory libraries, administrative needs, archives, local history, and rare books. The purchase of rarities which serve only as museum pieces is far down the list, but I do not want this downgrading to be misunderstood. Some books cost a good deal and are worth the cost within the framework of the first three priorities. For example, in the second priority, and worth the cost, is the catalog of the British Museum. In the third category, adding strength to strength, one is justified in paying a premium price on original (which sometimes means first) editions. Nor do I mean that book and manuscript collections which may be purchased in lot should not be considered. But unless they meet reasonably the characteristics established for the first three priorities, they should not be purchased in a tight budget year.

Who Shall Select?

The library staff has the responsibility for selecting the books and other library materials according to the priorities established. A generation ago this responsibility was for the greater part assumed

by the faculty, but for a number of reasons the librarian should no longer rely entirely upon faculty recommendations. On the one hand, the tremendous increase in publication demands more consistent attention and discrimination on the part of the selector. In our harassed colleges and universities, the typical faculty man no longer has the time nor the inclination for the demanding task of selection. On the other hand, there has been a diversification of academic interest and training which has made it almost impossible for any faculty man to keep abreast the published outputs in areas beyond his specialization. The library staff must take over selection if there is to be wide coverage for an academic department or field.

In recent years, our larger universities have employed additional personnel, bibliographers and subject specialists, to take over selection. There is nothing esoteric about these specialists. Advanced subject training, e.g., a Ph.D. in American History, is not by itself a guarantee that a man can select judiciously for a department that offers courses in history from ancient to modern times and for the major land divisions of the world. The chances are that a Ph.D. in American History can readily read only the English language and that is not sufficient language equipment for a good selection officer. A subject specialist should have, above all, an abiding interest and liking for books. With this motivation he can learn, on the job, the requirements of his subject assignment, including the specialized bibliographical and book trade apparatus. A library school degree is essential because it gives the specialist a professional background for his work. Some subject specialization is basic, at least an undergraduate major. Acquaintance with foreign languages is requisite. With these basics and a flair for books and bibliography, even an inexperienced librarian can be considered for selection responsibility.

If what I have just said seems reasonable, there is then no reason for smaller academic libraries to feel that additional personnel must be employed for selection. Good coverage can be assured by the assignment of present staff to selection fields. The important objective is to implement a plan. The coordination of the plan, and I mean simply the supervision of selecting personnel to secure an overview and adequate coverage, is the responsibility of the head librarian. If he cannot assume the supervision himself, he should delegate his obligation to a conscientious staff member.

The case for the competence of librarians to select the right books and to build useful collections can be amply illustrated. By any stand-

ard of judgment, the New York Public Library rates as one of the great libraries in the United States. Its collection, except for fortuitous gifts, has been selected by the library staff. The same can be said of the Library of Congress, although our national library has also had the advantage of copyright deposit and exchange receipts. Our great public library collections have been built by librarians.

As a concrete example, I offer a brief description of the selection plan at Indiana University. All selection activities are supervised by the university librarian, Dr. C. K. Byrd, an experienced bookman, bibliographer, and administrator. Reporting directly to him are [illegible] subject specialists who are based in the main library. These specialists are responsible for all selection in the following academic fields: anthropology, economics, English, folklore, history, political science, sociology, modern European languages and literature, and in area programs for Africa, the Far East, the Near East, Latin America, Russia, and Eastern Europe. The reference staff, the order librarian, the branch librarians, the undergraduate librarians, and the rare book librarians are also charged with the responsibility for selection in their areas. Normally, these persons select within the budget provided to them, reporting only to Dr. Byrd when they need additional money.

Within the budget provided them, this phrase should not be passed over lightly. It is essential that library selection officers be given a firm allotment of money to expend and that they shall have the final authority in expending it. In practice, this means that faculty recommendations must have the librarian's approval before they are charged to the departmental book fund.

How Much Money is Needed for a Defensible Book Fund Request?

I do not know how other academic libraries prepare the detail and total of their annual book fund requests. If my experience is typical, I can generalize by saying that the requests are normally prepared without precise relation to actual needs, based more upon departmental pressures, past budgets, guesswork and hope. Budget officers are inclined to accept the book fund request for what it is and feel no compunction in reducing it by some arbitrary amount. The reduced budget, of course, is as unrealistic as is the requested budget. Neither is based upon a defensible statement of need.

To supply our budget officers with an accurate and defensible statement of book fund needs, the branch librarians, reference staff and subject specialists at Indiana made a detailed, precise study, title by title, of needs in 1965. The needs of every academic and

library department were reviewed under three headings: current books, current journals, and retrospective.

To illustrate the procedure followed in determining the current book and monograph needs of each department, let me describe what the chemistry librarian did. Every title of interest to the chemistry department for its undergraduate, graduate, and research programs was checked in the 1964 volume of *Chemical Abstracts*. Items were checked, not because they had been ordered, but because they should have been ordered. In the 1964 volume, 1,072 English language titles, 184 German, and 72 French titles were listed. The librarian selected 40 percent of the English, 5 percent of the German and 3 percent of the French titles as essential. The cost of the publications selected was found to be $5,400. Because his selection did not include occasional books in other languages, pamphlets, and serial separates, and because no provision had been made for the purchase of multiple copies, the librarian added 10 percent, or $540, to the current book estimate, making a total of $5,940.

The current journal list for chemistry was reviewed, additional titles selected, and the total annual subscription cost was found to be $17,500. The binding of these journals was estimated at $7,500. The annual or current book, journal and binding needs of chemistry totaled $30,940. The retrospective needs of chemistry were almost entirely journal back files. They were estimated to cost $7,660.

Similar studies were made for every department. The bibliographies, of course, were not always the same. The retrospective needs of history and English, as you might imagine, were great. But the point that I wish to make is that Indiana made a thorough, conscientious effort to state the amount of money actually needed, department by department, title by title.

The total library requirement for current books, journals and binding was, in 1965, $758,000. The retrospective total was estimated at $4,500,000.

Since the completion of this study, the book budget requests at Indiana have been based on these totals. To adjust for increased production rates and increased prices, on current books and journals, an annual increment of 10 percent was requested. This brought our current need for 1966 to $833,000 and to $917,000 for 1967.

Our retrospective total need of $4,500,000 has been requested in annual installments of $450,000, being spread over a ten year period.

I can report that our administrative and budget officers have been convinced that this study of needs and costs is realistic. They were

supplied with the full detail, 238 pages of data. But I must also report that they have been unable to find the funds to permit the library to embark upon the retrospective purchase program. Indiana, however, does now receive an annual book fund which permits it to keep pace with current production. Of course, we steal a little here and there to buy retrospective materials. Whenever supplementary funds are available from other university accounts, Indiana expends these bonanzas for older materials.

Indiana has a separate undergraduate library, which approximates a college library. You may be interested to learn that our estimate of annual needs for a collegiate grade library, based upon a rigorous examination of the *American Book Publishing Record*, the *British National Bibliography*, and *Choice*, was approximately 9,000 titles a year or $54,000. To this should be added a journal fund of $10,000 and a binding fund of $5,000.

What I have just reported above is not meant to suggest to you anything other than that a realistic study can be made of a library's book fund need, tailored to the academic program and obligations of the institution. The amounts that were determined to be realistic at Indiana would not be realistic for any other library. The point is, simply, that although it takes time and subject competence, a defensible statement of book fund needs can be prepared by the librarian. I suggest that it is well worth the time and trouble because it eliminates guess work, inequities among departmental allocations, and administrative suspicion that the book fund request is padded.

How To Select

The first principle of selection must, obviously, be the dictum, "Be guided by the priorities established." Within the framework of this paper, this means that first attention must be given to currently produced books and journals which support the curricular offerings of the institution. Second priority in selection will be for the improvement of the general, bibliographical, and reference collections. Retrospective needs which build in depth will be considered only as a third priority.

For the selection of undergraduate curricular materials, regular reading of *Choice*, the *American Book Publishing Record*, and the *British National Bibliography* is a basic requirement. For the selection of materials to support graduate instructional needs, in addition to the three journals above, a regular reading of national or trade bibliographies, specialized bibliographies, reviewing journals, and

New Serial Titles is required. If your library receives depository cards or proof slips from the Library of Congress, they should also be examined by the selection officers.

In improving the general collection, chief reliance must be placed again on the national or trade bibliographies, and on annual printed compilations of new reference works and journals.

With respect to the purchase of older or retrospective materials, good selection will come from diligence on the part of the librarian and good fortune. To find an older item, or journal back file, requires a good deal of searching, letter writing, and follow-up. Occasionally, the older item may be listed by a dealer. More frequently, however, dealer catalogs will list items that are not really needed but are attractive for other reasons, the chief reason being that they are available. I feel that more money is spent on nonessential materials because of their availability than is spent in pursuit and acquisition of an essential item. Because of this feeling, I recommend the reading of reprint and microfilm catalogs with reservations. I know one person very well who has been seduced by these wonderful catalogs to buy an item of secondary importance.

The pursuit of an older, out of print item is not a routine affair. It takes the time of a single person who is persistent. Normally, the item is requested from a book dealer specialist, and normally, the dealer cannot locate a copy. Advertising for the item does not uncover a source. After a reasonable effort, or not more than two months searching, I suggest the item be borrowed on interlibrary loan and filmed. With a film copy in hand, the librarian has the text. If the item is to receive heavy, consistent use, he can Xerox from the film. This procedure is far better than to file the request in a desiderata file, from which it will never emerge again.

The reservations which I have in recommending reprint catalogs as a source apply also to blanket orders for current books. Blanket orders are a poor substitute for informed, local selection. Indiana's experience with blanket orders has not been good. A proportion of the items received were not appropriate and a significant percentage were duplicates. I am referring to blanket orders placed several years ago with suppliers of books and journals from Eastern Europe. Indiana benefits from several PL480 programs, in reality a blanket order procedure. From each of these programs, we receive many more items than we need or can profitably use. If a library can possibly undertake its own selection, I am confident that it will secure more

appropriate materials, although they may be fewer in number, but if fewer the cost will be less.

In building the general or reference section of an academic library, one should not overlook the suggestions that are implicit in the interlibrary loan record. A journal frequently borrowed—should it not be in your collection? Of the books borrowed by a graduate student in preparation for his dissertation, was there a title or two of such general usefulness that it should have been filmed? Does the interlibrary loan record of incoming requests reveal a state or regional need for a particular item that should be in your library?

How to Select When Book Funds Are Not Sufficient

If funds are not sufficient to permit curricular, reference, and retrospective purchasing, the need for rigorous critical selection is clear. Only the most essential items should be purchased.

If funds will not permit retrospective purchases, borrow for short term use and somehow beg, borrow, or steal the money to secure film or Xerox copies in cases of dire need.

With funds barely sufficient for curricular needs, make sure that current journal coverage is adequate. A good, ongoing subscription list will cover up some deficiencies and reduce a future, back file list. It may be necessary to steal from curricular funds to buy needed back files and background materials, but the stealing should be limited to demonstrated need. In other words, do not steal to buy a book that is merely desirable and conveniently available. Perhaps the best way to avoid the temptation of buying something available is to organize the acquisition process in such a way that the needed item is always acquired either in original or in copy.

A final word on journal back files. Except for prestige or pride there is no particular virtue in having a complete back file that is seldom used. Graduate students in literature and history, of course, need complete files of many journals for they will frequently need to "run" a file to trace an author or an event in the contemporary press. But the back files of many scientific and specialized journals are consulted so infrequently that it is an obvious economy to rely upon interlibrary loan to supply the need.

Conclusion

I realize that there is little new in my presentation of the problems and procedures relating to the improvement of library collections. I attempted to give some sort of organization, however, to the topic,

having suggested priorities and methods of selection. All of this has been done, if I may repeat an earlier assertion, to emphasize the importance of the library collections as the base from which an informed, individualized service can proceed.